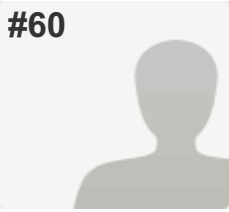


#60

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, May 12, 2016 8:22:41 AM**Last Modified:** Monday, June 27, 2016 12:26:42 PM**Time Spent:** Over a month**IP Address:** 67.43.18.15

PAGE 2

Q1: Name of School District:	Central DeWitt Community School District
Q2: Name of Superintendent	Dan Peterson
Q3: Person Completing this Report	Amy Wichman

PAGE 3

Q4: 1a. Local TLC Goal

Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term Measures: Measures Met

As a Year One TLC District, our short-term measures. We offered two lead instructional coaching positions, four instructional coaching positions, twelve model teacher positions and twenty Professional Development (PD) Facilitator positions. In Spring of 2015, the District Site-Based Review Council (SBRC) hired all of those positions except two, one model teacher resigned and one PD Facilitator position was left vacant. In addition, the SBRC determined the district should have six Instructional Coaches, not two Leads. This change was approved via the "TLC Changes" process, submitted to the Iowa Department of Education for approval in Fall 2015. Evidence of all the positions filled includes the completed contract days by TLC personnel hired and the signed Memorandums of Understanding for each teacher leader position, which can be found on record in the administration office.

Long Term Measures: Some Measures Met

1. As an on-going TLC measure, the Central DeWitt Community School District (CDCSD) wants to continue to measure job satisfaction of all TLC personnel. We want to retain our most effective teachers in the district. Therefore, a job satisfaction survey was distributed in May to all TLC Personnel. Below is a link to a "CDCSD Job Satisfaction Chart" created from the results of said survey. In general, our teacher leaders remain dedicated to the organization and above average satisfied with their positions. In fact, 100% were highly satisfied/satisfied with their job.

Link to results of TLC Teacher Retention Survey:

<https://drive.google.com/file/d/0B0RUaazmpWnRcGtueDJYSURYZG8/view?usp=sharing>

2. The district will review retention rates after 1, 3, and 5 years of implementation. As of May 30, 2016, only 6 of 130 teachers/teacher leaders have resigned or retired from the Central DeWitt CSD. So in year one of implementation, 4% of teachers left their current positions with the district. Exit questions were asked of the six individuals leaving the district at the end of this year. After questions, it was determined that 4 teachers are retiring, 1 leaving due to location of husband's business, 1 leaving due to wife attaining a new job in a different city.

4. Another goal the CDCSD TLC Program will be to track over time will be the number of teacher leader meetings to increase responsibilities. Instructional Coaches met as a collaborative team two Tuesdays per month for two hours, August through May (20 times total). In addition, Instructional Coaches participated in eight, full-day Coach Training Workshops provided by the New Teacher Center. An additional contract day in August was added for the development of an "Instructional Strategy Bank," based on the district's targeted Marzano Instructional Strategy categories that were chosen to be the district focus during the 2015-2016 school year. PD Facilitators met once per month from August through May, focusing on leadership and the 5-Step data team process. This group had one additional contract day in August to become fluent in the Data-Team process and how they would serve as a leader of their professional development team. The Model Teachers met for one hour, each quarter, to develop instructional strategies and classroom practices teachers would be observing. The Model Teacher's collaborated with the Instructional Coaches for one day to develop our district's "Instructional Strategy Bank" which can be found on our district website: <http://icoaches.wix.com/home#!instructional-strategy-resources/wzff0>

Q7: 2a. Local TLC Goal

Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in the Central DeWitt Community School District.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term Measures: Measures Met

Teacher leaders were assigned to buildings and professional development groups in Spring 2015. The Model Teachers met each quarter, the PD Facilitators met monthly, and the Instructional Coaches met two Tuesdays a month for two hours. Job descriptions, dates of meetings, and other information can be found at our "TLC Web Page" located at the following address: <https://sites.google.com/a/central-csd.org/tlc-central-csd/home>

Long Term Measures = Some Measures Met

Principals met with Instructional Coaches once monthly, however, formal observations only occurred for the Instructional Coaches who were on the district evaluation cycle. However, as the principals are learning how to merge the new instructional coach and model teacher positions with the way everyday operations occur, there have been areas we know will be added in year two of the TLC cycle. One specific thing that will be implemented is "triad" conversations, where if teachers wish, they can have a triad conversation with the instructional coach/ teacher/ principal as part of the work the system does to make improvements. This will impact the system by increasing the dialog among the principal/ teacher/ instructional coach in order to better attain consistency, a growth mindset, and collective efficacy. One way we are systemizing to implement this triad conversation is by having each teacher set an additional individual goal. Each teacher will continue to have a professional goal and an Individual Professional Development Plan. However, we will add an individual goal to that plan that is transparent to the triad. The teacher can then continue to keep the evaluation process confidential with the principal, but the system is able to greatly benefit from the triad conversations and the common goal all parties know about and are working towards.

According to the Teacher Leader Quarterly Surveys, teachers reflect the following about their collaborative opportunities:

- 74% of teachers believe collaboration with his/her instructional coach has moderately/substantially impacted planning & preparation;

- 71% believe collaboration with his/her instructional coach has moderately/substantially impacted instruction;

- 57% believe collaboration with his/her instructional coach has moderately/substantially impacted data analysis;

- 56% believe collaboration with his/her instructional coach has moderately/substantially impacted classroom culture. In total, the Instructional Coaches completed 142 Collaborative Assessment Logs (CAL's) documenting some of these collaborations.

The CDCSD considers these statistics indicators of success for Year One of the TLC Program. It indicates, in general, teachers possess the mindset of collaboration and are changing their behaviors as a result of working with the Instructional Coaches. Clearly we would predict these numbers will continue to rise as the program enters into subsequent years.

We began using the data team process in 2013 with District Learning Teams reviewing data, meeting in collaborative teams to review data for the growth of instruction. As the years progressed, we noticed the number of teams completing the full cycle of the 5-Step process was diminishing. With only 50% percent of people reflecting they "fully understood the 5-Step, Data Team Process" in 2014-2015, people were not fully completing their 5-Step data forms. In particular, 48% of teachers felt like they needed to learn more about Step 4 of the 5-Step process, choosing a research-based instructional strategy. The TLC personnel worked extra contract days to increase their understanding of instructional strategies to assist with this gap. And, ultimately one of our long-term goals was to increase the number of data cycles completed as evidenced by the number of completed 5-Step Process Forms. This year, 51% of teachers shared they felt like they needed to learn more about Step-4. We believe this is primarily because this year, the TLC PD Facilitators and Instructional Coaches worked with people to better understand, and the more they knew, the more they realized they needed to learn. Among the professional development "Learning Teams," the percentage completion rate did increase in the 2015-2016 year. In the 2014-2015 school year, 64% of teams successfully completed 5-Step Process forms. In December 75% of Learning Teams had completed all parts of the 5-Step Process. By the end of the year, 89% of Learning Teams had completed all parts of the 5-Step Process. So our district did increase the number of completed data cycles by 25%, and we do attribute those gains to the addition of the TLC Personnel who were charged with gathering, monitoring, and adjusting teams as needed. Having people in those leadership roles, with their time and expertise, allowed for our district's collaborative teams to grow in knowledge and skill of using data to guide instruction.

Q10: 3a. Local TLC Goal

Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers.

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**Short Term Measures = Measures Met**

Documentation of training for TLC Personnel, including content of the sessions for teacher leaders throughout the 2015-2016 year provides evidence to indicate a planned effort for growth. Instructional Coaches met as a collaborative team two Tuesdays per month for two hours, August through May (20 times total). In addition, Instructional Coaches participated in eight, full-day Coach Training Workshops provided by the New Teacher Center. An additional contract day in August was added for the development of an "Instructional Strategy Bank," based on the district's targeted Marzano Instructional Strategy categories that were chosen to be the district focus during the 2015-2016 school year. PD Facilitators met once per month from August through May, focusing on leadership and the 5-Step data team process. This group had one additional contract day in August to become fluent in the Data-Team process and how they would serve as a leader of their professional development team. The Model Teachers met for one hour, each quarter, to develop instructional strategies and classroom practices teachers would be observing. The Model Teacher's collaborated with the Instructional Coaches for one day to develop our district's "Instructional Strategy Bank" which can be found on our district website: <http://icoaches.wix.com/home> - !instructional-strategy-resources/wzff0

Long Team Measures = Some Measures Met

1. In efforts to document evidence of Iowa Core implementation, the CDCSD has a goal to check for delivery of the intended/enacted curriculum. Fifty-one percent of teachers post Learning Targets in their classroom everyday, while an additional 12% post at least three times per week. The goal is to have 95% of teachers using Learning Targets aligned with the Iowa Core in 95% of classrooms as evidence of implementation of the intended/enacted Iowa Core. The Instructional Coaches have determined in 2016-2017 they will work to increase this amount by providing a consistent message to teachers regarding the expectation, and they will collaborate with teachers to ensure there is appropriate scaffolding of Learning Targets so both teachers and students understand the learning progression. The biggest concern arising from this goal appears to be that all teachers are not posting effective learning targets. TLC Personnel will remain focused on strengthening instruction. We did not meet our goal relative to Learning Targets.
2. Another method of strengthening instruction includes our Model Teachers. There were a total of 180 Model Teacher visits logged in the 2015-2016 school year. The month with the most visits was March, which is interesting because our district observed a Spring Break and had one full week off of school this year. The district will continue to figure out ways to make the Model Teacher experience meaningful and beneficial for student growth. We met our goal for Year One of implementation.
3. A primary focus of the CDCSD and the TLC Program remains increased academic achievement. Although we continue to make growth in this area, we still have room for continued growth. An Iowa Assessment scores proficiency chart provides evidence of growth and areas still needing improvement. Administrators, the TLC Personnel, teachers, and the School Improvement Advisory Council review this information to analyze growth. The chart for detailed viewing is available at this web link: <https://drive.google.com/file/d/0B0RUaazmpWnRaEkwWndpQ2dMNkk/view?usp=sharing> We did not meet our goal in every area here.
4. Through the implementation of the TLC Program we want to increase literacy proficiency K-6 with a specific focus on Early Literacy Interventions (K-3). Our TLC people have facilitated changes in this area because without them in place, we couldn't have taught the targeted interventions as successfully. Our MTSS Leadership Teams have been operating for two years, but now we have additional human resources who can support the work. We continue to work to provide interventions and screeners that demonstrate the increase. Our 2014 Fall FAST CBM data indicated an average of 60% of our students 2nd-6th grades were proficient, while Spring 2015 indicated 61% proficient of same population. Therefore, in 2015-2016 we focused intensely on the Universal Tier (instruction for all) of instruction for all K-6. However, the 2016 Spring Fast CBM data indicates an average of 62.8% of 2nd -6th graders were proficient. In general, we made small gains, but gains. The K-3 building implemented more effectively the universal, targeted, and intensive services for students as evidenced by 95% of students in grades K-3 demonstrating 95% accuracy on the FAST. Our efforts in grades 4th -6th will remain working on improving the Universal TIER, but collectively we need to determine how to use targeted and intensive interventions as part of a comprehensive literacy program at our Intermediate School (grades 4-6). This will include the "fine-tuning" of our 4th-6th grade literacy block, which we plan to do in coordination with our TLC personnel and our MTSS Leadership Team. Our goal was to increase each grade-level percent proficiency on FAST CBM by 20%. We are not yet there and will strive to reach this goal in future years.
5. Our District "End of Year Teacher Survey" had a response rate of 90%. Some specific information regarding teachers' implementation of district identified instructional strategies and use in the 2015-2016 school year breaks down as follows:

-Cooperative Learning: 78%

-Identifying Similarities & Differences: 54%

Impact of TLC Plan - 2015-2016

-Questions, Cues, and Advance Organizers: 50%

-Summarizing & Notetaking: 45%

Only 8% of teachers reflect they used none of the district identified instructional strategies. And according to the Model Teacher logs (submitted by the Model Teachers), 44% of teachers observed Model Teachers using/implementing Instructional Strategies. Implementation of research-based instructional strategies will improve the student learning experience and strengthen instruction.

This feedback exceeded our expectations for Year One of the TLC Program.

Q13: 4a. Local TLC Goal

Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term Measures: Measure Met

For 2015-2016, thirty-six teacher leaders were hired as part of the short-term goal to provide leadership opportunities for veteran teachers. Each of these teacher leaders has at least one-year in the district and at least three-years of teaching experience. Each year as positions become vacant and the re-application process is administered, the CDCSD will continue to adhere to this standard. Goal Met.

In the first year of the CDCSD Teacher Leadership and Compensation System, the following numbers applied for teacher leadership positions/ vacancies:

Model Teacher: 12 vacancies/ 15 applicants

Instructional Coach: 6 vacancies / 10 applicants

PD Facilitators: 20 vacancies / 19 applicants

Long Term Measures: Some Measures Met

At the outset of our grant writing, the CSCSD determined to have each teacher in the district appointed to an Instructional Coach's roster. Therefore, each teacher in our district has an Instructional Coach they are able to collaborate with on a variety of topics. As non-evaluative positions, the TLC Instructional Coaches, veterans of teaching, serve as collaborative partners with teacher on staff. We believe the collaboration and peer coaching provided through the TLC system is best utilizing the experience of all our teachers. Our six Instructional Coaches had a total of 2,789 interactions in the 2015-2016 school year logging 2,584 hours with those interactions.

When considering the district's identified instructional strategies, this percentage of teachers reflect they collaborated with TLC personnel to learn about and/or implement the following in the 2015-2016 school year:

-Cooperative Learning: 55%

-Identifying Similarities & Differences: 20%

-Questions, Cues, and Advance Organizers: 33%

-Summarizing & Notetaking: 17%

-Twenty-nine percent of teachers reflect they did not collaborate with TLC personnel on any of these instructional strategies. According to the Model Teacher logs (submitted by the appointed Model Teachers), 44% of CDCSD teachers observed Model Teachers using/implementing Instructional Strategies. The TLC Program will work to increase the number of teachers collaborating on instructional strategy implementation.

In the 2015-2016 school year, we implemented a new mentoring and induction program in partnership with the New Teacher Center and our Area Education Agency. The program included the hiring of a full-time teacher mentor to serve our thirteen first-year teachers and four, second-year teachers (17 total). From August 2015 through April 2016, the Mentor spent 33,650 minutes with the Central DeWitt mentees, which is an average of 1,979 minutes per new teacher (1st/2nd year teachers). The topics covered within the mentor/induction program included: lesson planning, analysis of student work, inquiry cycle action planning, and post-observation reflections to name a few. The mentees met with their mentor throughout the year, but there were four "seminars" new teachers were required to participate in to enhance their professional learning and growth. The dates of these meetings as attendance rates are as follows: September 7 (94%), December 10 (100%), February 18 (88%), and April 14 (94%). The attendance rates primarily reflect a conflict with athletic coaches who were unable to attend the after-school seminars due to the fact they had to be with the team at a team function. Our newly created "Seasoned Sabers" program is lead by our Instructional Coaches, who provide mentoring for teachers new to the district but not new to the profession.

Originally, we were concerned whether or not our system would acclimate to a climate and culture conducive to effective teacher leadership. What we found throughout the year was our preparatory work and communication with teachers prior to implementation did work as evidence in the quarterly teacher surveys. Each quarter, all teachers were given a "TLC Quarterly Survey" that allowed for teachers to share perception data about the TLC program and TLC personnel. With an extremely high response rate each quarter (80% response rate each quarter), we believe the data reflects a true assessment of whether or not our climate and culture remains conducive to the TLC work. Ninety-four percent of teachers responded that they "understand how the TLC system is operating and functioning in our district." In addition, 84% of teachers feel they do not have any needs not being met relative to the district's TLC system. However, 14% of teachers were not certain if their needs were being met. So, we still have room to grow as we discover what that pocket of the population is feeling they need. We still consider our first year of implementation a success. We certainly consider this a success at Year One completion of the TLC Program.

Q16: 5a. Local TLC Goal

Attract new, quality teachers to the Central DeWitt Community School District

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**Short Term Measures: Measure Met**

In Spring 2015, six Instructional Coaches left their teaching positions to become Instructional Coaches. As a result, six replacement teacher positions became available. Each of those teacher positions was filled with a highly qualified teacher as evidence by assigned teacher contracts.

Long Term Measures: Measures Met

The Administrative Team continues to focus efforts on teacher recruitment and sharing information about our district with prospective teachers. Because we live so closely to the Quad Cities (Bettendorf, Pleasant Valley, North Scott, and Davenport Schools), as a much smaller school system, we continue to be challenged with competitive salary, benefits and locations. The Administrative Team made five appearances at local universities during the 2015-2016 school year in an effort to educate prospective teachers about the Central DeWitt Community School District. The Administrative Team visited 17 teachers in a teacher education program to talk about the importance of the interview and paperwork. An additional 42 student teachers were visited during an organized "Student-Teacher" meeting through a local university. And the district hosted five student teachers this year, for a total of 64 prospective teachers contacted.

Our goal was to have 95% of new teachers to stay at Central. As of May 30, 2016, no new teachers are leaving the school the school district. Other data from the new teachers includes the following: 100% of new teachers created a SMART goal with their collaborative Data Team; 100% of new teachers participated with a teacher team to use the 5-Step Data Team Process to improve instruction through reviewing common assessments; 100% of new teachers are staying in the district. This goal has been met, however we must continue to strive for this level of retention, and the TLC Program through Instructional Coaching and the Mentoring Program will hopefully make teachers feel supported and confident in keeping their positions with the CDCSD.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

1. The 5-Step Data Team Process seems to be presenting barriers to our Learning Teams. The feedback received from TLC Personal, in particular the PD Facilitators who lead the teams, indicates the 5-Step Process isn't working for all teachers. The group recommended the CDCSD morph the Learning Team work into a Professional Learning Community (PLC). All PD Facilitators, Administrators, and Instructional Coaches are attending training Summer of 2016 to determine next steps for District Learning Teams. Likely, our districts PD Facilitators will be leading PLC's next school year.
 2. We recognized a gap with the Instructional Coaches/ Principals/ Teachers. Because we have been so intentional about keeping evaluation separate from Instructional Coaching, the Instructional Coaches and the Principals did not communicate much other than at our monthly Administrative meetings. One specific thing that will be implemented is "triad" conversations, where if teachers wish, they can have a triad conversation with the instructional coach/ teacher/ principal as part of the work the system does to make improvements. This will impact the system by increasing the dialog among the principal/ teacher/ instructional coach in order to better attain consistency, a growth mindset, and collective efficacy. One way we are systemizing to implement this triad conversation is by having each teacher set an additional individual goal. Each teacher will continue to have a professional goal and an Individual Professional Development Plan. However, we will add an individual goal to that plan that is transparent among the triad. The teacher can then continue to keep the evaluation process confidential with the principal, but the system is able to greatly benefit from the triad conversations and the common goal all parties know about and are working towards.
 3. Training for Instructional Coaches was not enough to support them professionally in their work. We have arranged a partnership with the Mississippi Bend AEA to get "coaching" of our coaches on-going. Specifically, the AEA will provide intense training/development of our Instructional Coaches two times per month, and the team will work as a functioning PLC. The Instructional Coaches will continue to receive their eight days of Year Two training with the New Teacher Center, however the additional coaching meetings will allow for Instructional Coaches to learn more and engage in conversations directly relevant to their work and needs. Another component that will be implemented, we believe, is getting the Instructional Coaches a "Peer Coach" who is operating in the same role at a different district. We anticipate that adding these additional layers of support and development for our Instructional Coaches will only improve their abilities, performance, and skill in their positions. All of these things will be implemented to ensure our Instructional Coaches are confident and capable of moving the system through their role in the TLC Program.
 4. Model Teacher observations could be increased. Even though there were meaningful, quality visits made to Model Teacher classrooms as vetted from our data collected, we don't yet have the majority of teachers taking full advantage of visiting these classrooms. The Model Teachers, in partnership with the Administrative Team and Instructional Coaches, will work to determine how to bolster this part of our TLC Program.
-

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

ALL our teachers have an Instructional Coach - each teacher is assigned to a roster. On one of the first weeks our Instructional Coaches reached out to roster teachers, a teacher said, "I didn't ask for an Instructional Coach." The reply was, "Everyone has an Instructional Coach." And the teacher said, "Wow, okay, this will be good!" Likely, she would have been a teacher that wouldn't have voluntarily participated in TLC Program, but because of our decision to have each teacher on an Instructional Coach's roster, she accepted the fact and did some terrific work over the year with her Instructional Coach. Each Instructional Coach has a plan with each teacher on his/her roster. Although the plans are varying degrees of intensity at this point after year one of TLC implementation, each teacher has a growth plan with his/her Instructional Coach.

For two years, we have been working intensely and rigorously to improve the "Universal Tier" at the Ekstrand Elementary School to increase student proficiency in literacy. We standardized a guaranteed literacy block and implemented usage of 95% Group materials. However, our "writing" component was marginal and inconsistent. We purchased "Step Up to Writing" for K-6 teachers, and rather than telling teachers to "go use it," our Instructional Coaches became familiar with the materials. Then, they began working with individual teachers and groups of teachers to use segments of the materials that fit with our ELA Scope and Sequenced Units. The teacher learning that occurred as a result of this type of "roll-out" was quick, intensive, and has positively impacted our students' education. They are writing more and teachers know the clear path towards effective implementation.

After Year One of TLC Program implementation, 94% of teachers understand how the TLC system is operating and functioning the Central DeWitt Community School District, and 84% of teachers feel their needs are being met.

Some quotes directly from our teachers:

"I LOVE how dedicated, hands-on, helpful and available all of the coaching team seem to be! Just having them here is a boost to the educational environment and staff climate in our building."

"My Instructional Coach is awesome! She is doing a beautiful job differentiating our collaboration sessions to meet my needs."

"I feel that I have a good relationship with my Instructional Coach. I appreciate the time he has taken to help me with new teaching strategies, and that he's come into the classroom to help teach the strategies to/with the students. I value the "team approach" when he is in the classroom with me."

"The teamwork here at Central DeWitt High School is outstanding. Only a few times since I have been here that I had to look elsewhere for information or knowledge."

"I appreciate the Coach's Connection Newsletter each month – it has very good information and communicates a variety of things."

"My Instructional Coach is a fabulous coach! She was supportive and willing to learn right along with me this entire year. She supported and encouraged me as I stepped out to try some new things with my students. She was always positive, encouraging, and timely in her communication and extremely organized in our meetings. I'm so thankful she was my coach this year!"

When considering the district's identified instructional strategies, this percentage of teachers reflect they collaborated with TLC personnel to learn about and/or implement the following in the 2015-2016 school year:

Cooperative Learning: 55%

Identifying Similarities & Differences: 20%

Questions, Cues, and Advance Organizers: 33%

Summarizing & Notetaking: 17%

Twenty-nine percent of teachers reflect they did not collaborate with TLC personnel on any of these instructional strategies. According to the Model Teacher logs (submitted by the appointed Model Teachers), 44% of CDCSD teachers observed Model Teachers using/implementing Instructional Strategies.

These are all great things to see as we work to implement research-based instructional strategies for increased student achievement!

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.